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ABSTRACT

A 10-week practicum intervention was implemented with 67 first graders at a small, independent, university-run school in order to improve the children's affective behavior by increasing their self-esteem. The program began with a meeting with parents at which they were informed of the school's emphasis on self-esteem. In-service education was conducted among teachers and the school nurse. Students assessed their preprogram level of self-esteem. The program gave students opportunities to explore their senses of identity, belonging, security, purpose, and competence. In postprogram assessments, parents, teachers, and students observed changes in the students' affective behavior. Appendices provide measures, related materials, and references to 12 resources used in the program. Twenty-five references are listed. (RH)

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IMPROVING FIRST GRADE STUDENTS' AFFECTIVE BEHAVIOR THROUGH IMPLEMENTING A SELF-ESTEEM PROGRAM

by

TRUDY R. WASSERMAN

A Practicum Report
submitted to the Faculty of the Center for the
Advancement of Education of Nova University in partial
fulfillment of the requirements for the degree of
Master of Science.

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Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my own work, presented here, will earn similar respect.

_____

Trudy R. Wasserman

Abstract

Improving First Grade Students' Affective Behavior Through Implementing a Self-Esteem Program.

Wasserman, Trudy R., 1989: Practicum Report, Nova University, Center for the Advancement of Education Descriptors: Elementary Education/Self-Concept/ Self-Esteem/Measurement and Testing/Values Clarification/Behavior/

The author developed and implemented a program for teaching self-esteem based on the premise that a formal self-esteem program in school can make a difference in the students' positive feelings of self-worth and improve interactive behavior. The program helped support the school's philosophical commitment to this end. The goal of the program was to demonstrate that what students think about themselves will affect their performance. More positive feelings of self will enable their behavior to improve, thereby improving educational quality.

The program was initiated by a parent meeting, letter, and survey, apprising them of the emphasis placed on improving self-esteem during the school year. This introduction served to encourage parent awareness and cooperation. Teachers and school nurse were inserviced and surveyed. Students were also asked to self-assess their preprogram level of self-esteem. Every two weeks, a particular aspect of self-esteem was identified. Background information, teaching techniques, and student activities were provided and collected to make a student book. Parent, teacher, and student surveys were administered at the conclusion of the program, which indicated a trend toward improved self-esteem and behavior. This program will be shared with the Early Childhood and Lower School divisions to be used as a possible model for developing a successful self-esteem program to meet the needs of the students and school. (Appendices include a parent introduction letter, teacher and parent pre- and postprogram surveys, student pre- and posttests, and sample assignments.

Appendix J

Nova University
Center For The Advancement of Education
3301 College Avenue
Fort Lauderdale, FL 33314

Observer Verification Form

Verification of Practicum Activity

Dear Observer:

Practicum students in Nova's M.S. and Ed.S. programs are asked to provide external verification that the project activities reported in their final practicum documents took place as described. You have been designated an observer to fulfill this confirmation function by the student named below. On this sheet, then, please write a note attesting to your knowledge of the project activity described in the final practicum report to which this will be attached. (Note that you are not asked to evaluate or make judgments about the quality of the project.)

Practicum Title IMPROVING FIRST GRADE STUDENTS' AFFECTIVE BEHAVIOR THROUGH IMPLEMENTING A SELF-ESTEEM PROGRAM

Student's Name Trudy R. Wasserman

Program Site _____ Date _____

Observer's Name JOAN GELORMINO Joan Gelormino
(please print--------and sign)

Observer's position Early Childhood Director Phone # 475-7568

Observer's comment on impact of the project (handwritten):

Parents were very supportive and appreciative of efforts. Students enjoyed all activities. Program was a great way to begin year.

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CHAPTER I

Purpose

The research conducted in this study took place in a small, independent school in South Florida. The school is run under the auspices of a local university. The entire independent school system encompasses students from pre-school age through Grade 12. The system is divided into divisions. There are a headmaster and two assistant headmasters of the entire system, as well as a director of each division. Team leaders at each grade level in the pre-school through fifth grade serve as liaisons between administrators and teaching staff. There are an Early Childhood division (pre-school-Grade 1), Lower School (Grades 2-5), and Middle and High School (Grades 6-12). The total school population is 1,200 students. The targeted population was in the Early Childhood division, Grade 1.

The first grade population was 77, 43 boys and 34 girls, ages five and six. The teacher-student ratio was 1:20. The physical environment was designed for

open classroom instruction. Academic programs in the school are geared toward meeting the needs of students ranging from low-average through gifted. The first grade tuition was $4,150 yearly. A large majority of parents hold college degrees and are "professional" (doctors, lawyers, and professors). Many actively serve on the Board of Trustees, in parent groups, and in the classrooms.

The students are selected for admission. A small number of students are of low academic ability, and a large majority fall into the average and above-average ability levels. There is some heterogeneity of racial representation; however, it is not reflective of society.

The philosophy of the school is pragmatic, accepting the premise that each child is unique in ability and learning style. The school philosophy is to provide personalized programs and encourage each child to achieve her/his potential. One of the school's stated goals is to help each child develop a positive self-image, which would manifest itself as a concern for others and a pride in his own work. At the time prior to the study, a formal self-esteem program

did not exist in the school curriculum. The research conducted in the first grade combined the philosophy of the school and its stated goal on self-concept.

Self-esteem was defined as the evaluation one makes of oneself and maintains, including attitudes which express approval or disapproval. Self-assessments of capability, success, significance, and worth contributed to self-esteem. Self-esteem was described as a personal judgment of worthiness that was expressed in the attitudes the individual held toward himself (Coopersmith, 1981). Research had associated high self-esteem with better adjustment, less defensive behavior, increased school achievement, better social behavior, and less deviant behavior.

The problem existed for the first grade students that there was no systematic program and no formal method of evaluation in the school setting that address self-esteem. Teacher observations of first grade students interacting both in and out of the classroom indicated manifestations of low self-esteem. Behaviors such as fighting, difficulty in sharing equipment, frequency of visits to the school nurse, destruction of the property of others, withdrawal, and difficulty

accepting the differences of others were frequently observed. These behaviors were visible in the classroom, in the lunchroom, and on the playground.

Pretesting showed the first grade students scoring in the fiftieth percentile in social maturity and school affiliation. Social maturity includes learning the importance of such notions as "fair play," "sharing," "perseverance," "helpfulness," and "generosity." These were areas that observed behaviors measured. After the program, an improvement was to be a desired outcome.

Self-esteem could be observed in children in what they did and how they did things, stated Clemes and Bean (1978). Yet none of these first grade students had an evaluation which measured their current feelings of self-esteem. Assessments based on observations by parent and teacher and student did not exist.

None of these first grade students had been exposed to a concentrated, systematic, clearly identified program. Yet research showed that changes in self-esteem could take place during a brief exposure to an educational process. The younger the child, the

more rapid the success in raising self-esteem (Forte, 1975).

Research pointed to the fact that increased self-esteem can reduce incidents of psychosomatic symptoms. Aggressive behavior, particularly directed at inanimate objects, more accepting behavior toward others, and reduction of anxiety were also indicators of self-esteem.

The classroom manifestations of self-esteem needed to be addressed in a systematic program. The categories of intervention were: (a) curriculum areas, (b) special classroom procedures, (c) teacher behavior, and (d) pupil behavior (Gurney, 1987). The need to implement an assessment and a program in a systematic fashion was further strengthened by research. Gurney (1987:75) stated:

> Since many writers argue for the stability and consistency of the global self-esteem, a somewhat paradoxical situation is created. If global self-esteem is extremely stable, then it is not open to change. However, it is usually assumed that self-esteem is learned. It follows, therefore, that self-esteem in older children and adults should be open to change (as with any other attitude), although enhancement will be more difficult to produce than in young children. This appears to suggest that intensive experience over a period of time may be

> required. Coopersmith (1967, p. 21) has stated that it is difficult to effect rapid changes in self-esteem. Engel (1959) wrote that self-attitudes of adolescents tend to remain stable, but Piers (1969, p. 18) noted that stability may be less strong in early childhood. Forte (1975) concluded from his study that changes in self-esteem can take place during a brief exposure to an educational process. This relatively rapid change may be associated with the age of the subjects.

This project assessed and addressed first grade students' behavior through implementation of a systematic self-esteem program. As levels of self-esteem improved, first graders' behavior improved.

The hypothesis of this practicum project was that the implementation of a systematic self-esteem program would effect a positive change in the first grade students' self-esteem. The increase in self-esteem was to manifest itself in specific improved behaviors. These behavioral objectives will be described in greater detail in this chapter.

The desired outcome of this practicum project was that over a period of 10 weeks, 30 percent of the students in the first grade would improve their social behavior as measured by the difference between self-esteem inventories administered to the students,

parents, and teachers before and after the implementation of the self-esteem program. Affective outcomes of the program included tracking observable behaviors which demonstrated changes in self-esteem. These behavioral objectives showed changes in the students' abilities in the area of student initiative to:

- undertake new tasks
- initiate new ideas

Objectives in the area of social attention were to:

- ask questions when further clarification was desired
- adapt easily to changes in procedures
- speak appropriately
- cooperate with others

Objectives in students' ability to deal with success and failure were to:

- deal with mistakes easily
- take criticism in stride

Social attraction objectives were to:

- act as a leader
- speak positively of self

Self-confidence objectives for students were to:

- express opinions
- appreciate own and others' work

These behaviors represented the child's feelings of security, identity, belonging, purpose, and competence. The pre and posttests given to students, parents, and teachers reflected the degree of change by noting success or failure in meeting these objectives. The results indicated a measure of the expected improvement in self-esteem.

CHAPTER II

Research and Solution Strategy

Upon reviewing the literature which investigated the relationship between students' self-esteem and their behavior, findings revealed that there was a positive relationship between better behavior and improved self-esteem. Previous research had revealed that self-esteem was related to better adjustment (Williams and Cole, 1968), greater social effectiveness (Shrauger and Rosenberg, 1970), and greater acceptance of other people (Suinn and Geiger, 1965). Coopersmith (1981:138) noted that:

> . . . persons who are low in self-esteem have higher levels of anxiety, more frequent psychosomatic symptoms, are rated as less effective, and are more likely to be more destructive than persons who regard themselves with considerable worth.

Four categories of intervention were addressed, citing current research. Curriculum areas, special classroom procedures, teacher behavior, and pupil behavior had been the subjects of research in regard to self-esteem.

In the curriculum area, Landry and Pardew (1973) implemented a preschool self-esteem program. The program included 34 four-year-old students in the experimental group and 18 in the control group. After 11 weeks elapsed, posttests were administered. The experimental group showed a more significant change in self-esteem scores than did the control group. Eldridge (1977) reported an improvement in self-esteem using a program called "Developing Understanding of Self and Others" (DUSO) on one treatment experimental group of 211 children, ages 8 to 12. He compared a control group to an experimental group which used a teacher-designed self-esteem program. The treatment group also recorded higher self-esteem scores. Eldridge's work suggests that the process and commitment to a self-esteem program is more important than the program package itself.

Research aimed at special classroom procedures has shed light on several areas. The Ammerman (1975) study found that it was important to test for changes in behavior in addition to differences in scores on a self-esteem measure. Gurney (1987:30) stated, "This could then be used as a more important aspect of change

because of its potential for greater generalizations to other situations outside the school."

Conditions in the classroom that were conducive to improving self-esteem were categorized as reflecting the child's sense of security, sense of identity, sense of purpose, and sense of personal competence (Reasoner, 1982).

Changing teacher behavior also affects children's self-esteem. Gurney (1987) cited several investigative studies in reference to the importance of adult comments on the child's behavior and its effect on self-esteem. In one such study carried out by Math and Virgin (1975), Gurney (1987) stated that not only did prior information concerning children's performance influence teacher attitude, but also teacher use of praise to pupils and themselves impacted teacher behavior. The purpose of the experiment in 1973 by Felker et al. was to determine the relationship between enhancement of student self-concept and self-rewarding behavior. Teachers were trained in the five principles of promoting self-rewarding development, which included teachers self-praising, helping children set appropriate goals, helping students self-evaluate,

teaching students to self-praise, and teaching students to praise others (Gurney, 1987). Self-esteem pretests were given. After an experimental game-playing program was implemented, posttests were administered. The significant gain in self-esteem scores was attributed to the effect of self-reward. It was also cited that increasing self-praise by teachers was helpful to pupils by teachers serving as role models. It enabled children to emulate and praise themselves and others. Reasoner (1982:3) found that "The key to building self-esteem in children lies in how teachers feel about themselves." He proceeded to relate that unless teachers felt good about themselves, they could not serve as strong models and would not be effective in building self-esteem in children. Teacher behavior was the enabler in empowering children to explore, set goals, become more independent, and respectful of others. Schall (1985) stated that because teachers are isolated in separate classrooms, they are not receiving collegial recognition or positive peer interaction. The National Institute of Education, she stated, are finding that feedback from others has a relationship with how one feels about oneselves. Wasserman (1987)

concurred with the pivotal role teacher behavior plays in building children's self-respect. She stated the importance succinctly.

> If we think about our own teachers - particularly those who have been powerful forces in shaping us as adults - we remember how they empowered us. They respected us. When such respect is shown for children, self-respect grows. (Wasserman, 1987:294)

Gurney (1987) called attention to the fact that in the area of teacher behavior and its effects on the child's self-esteem, more investigation needed to be carried out.

Finally, many studies addressed the fourth category, that of changing pupil behavior. Felker and Stanwyck (1971) noted a positive correlation between improvement of self-esteem resulting in an increase in positive statements transmitted verbally to peers. Others correlated findings in their own later research. Gurney (1987) cited the dissertation of Rose (1978) which examined the relationship between using positive self-statements and positive self-esteem. The result of the experiment with a control group and an experimental group of middle school students with learning difficulties, using self-esteem pre- and

posttests, indicated a significant difference between posttest results. The conclusion drawn was that frequent use of positive self-referent statements resulted in more positive self-esteem demonstrated in measure and in behavior. Gurney (1987) also reported on his own earlier work in 1979 and 1981. The results indicated that changing the frequency of positive self-referent statements did enhance self-esteem, and that this enhancement could persist over time. Coopersmith (1981) has observed many areas of child behavior and related these behaviors to the child's self-esteem. Behaviors, such as high levels of activity, outspoken expressiveness, and independence, were examined. Test scores were correlated then with levels of self-esteem. The findings showed children of high self-esteem likely to be enterprising, active, given to few psychosomatic sicknesses, and involved in self-discovery tasks, and more responsive to challenge. He correlated parent consistency and parent's level of self-esteem to self-esteem of the child. The validity of Coopersmith's findings may perhaps be carried over to the teacher as a factor that could change a child's behavior. Kawash and Clewes (1986) studied 206 boys

and girls, aged 9-12 years. Behaviors, as defined by the Self-Esteem Inventory and the Children's Personality Questionnaire, were correlated. The findings of Kawash and Clewes suggested that children with high self-esteem tended to behave in a more spontaneous relaxed manner, with a good frustration tolerance.

On the basis of research, it was concluded that enhancing pupils' self-esteem is vital. Many experiments indicated the strong link between self-esteem and academic achievement, self-esteem and substance abuse, and self-esteem and teen suicide. However, current research reviewed here documented the value and importance of the interplay of self-esteem and behavior.

The solution to the problem of ascertaining whether or not the use of a systematic self-esteem program affects behavior required the following steps:

- find and select a self-esteem program
- find and select a self-esteem evaluation tool that delineates behaviors to be observed

- check applicability of program activities to match evaluation - do activities and objectives match
- meet with teachers to explain program and administer evaluation tool
- meet with parents to explain program and administer evaluation tool
- meet with school nurse and explain program and tracking system
- administer Self-Observation Scale to children
- implement Building Self-Esteem (BSE) program for 10 weeks
- after 10 weeks, readminister all evaluation tools
- collect data from school nurse
- compile and correlate data
- draw a conclusion relating to the hypothesis

Robert Reasoner, Superintendent of the Moreland School District in San Jose, California, was consulted. His self-esteem program, Building Self-Esteem, was the culmination of 10 years of research. Utilization of the Behavioral Academic Self-Esteem Scale (BASE) (Appendix A) was based on his recommendation. Student

initiative, social attention, success/failure, social attraction and self-confidence were behaviors that were included in the survey.

These tools and materials were deemed most reliable and valid by Dr. Reasoner himself. All tools had previous use showing ease of administration, validity, and reliability factors. The BASE program had flexibility of scope, spiraling through grades one to six.

Other reviewed programs were Meology and PUMSY:In Search of Excellence. Meology is a systematic self-esteem program used by a local county school system. It revealed strength in its focus on drug abuse; therefore, its criteria did not lend itself to measuring classroom behaviors. The PUMSY self-esteem program, which emanated from Oregon, appeared to focus on shifting externally based self-esteem to an internal base. This cognitive approach, though rich in multimedia materials, did not stress behavioral changes.

After perusing a number of evaluation tools, the Self-Observation Scale (SOS) (Appendix B) and the Behavioral Academic Self-Esteem scales were selected.

It was difficult to find an age appropriate self-evaluative scale for first grade students. For example, the Self-Perception Inventory was obtained. It was cited by the Ninth Mental Measurement Yearbook (1985) as being usable from grades 1-12. Upon receiving and evaluating the sample test, it appeared to be too difficult for beginning first grade students, i.e. "I stand on my own two feet . . . I go along with the gang." The Ninth Mental Measurement Yearbook (1985) also alluded to the lack of validity of the Measures of Self-Concept test, although it was cited as being appropriate for grades K-6.

Most tests, such as the Gordon Personal Profile Inventory, FIRO BC, and Frost Self-Description Questionnaire were designed to include students from nine years old up. The reason for this dearth of self-evaluative tools was explained by the research of Samuels (1977) cited by Chiu (1987). He stated ". . . that self-report instruments for inferring overall self-esteem cannot be used with young children because they lack adequate verbal ability and insight" (Chiu, 1987:40). The Self-Observation Scale (SOS) (Appendix B) developed by A. Jackson Stenner and William G.

Katzenmeyer, was selected as the children's self-assessment tool. It was age appropriate and could be easily administered to a group of children. It covered the areas of self-acceptance, self-security, social maturity, and school affiliation (Appendix B). However, no norms were published; therefore, the publisher recommended the use of local norms. Vaidity and reliability were questionable. It was for this reason, further testing by observers would be necessary, hence the use of the BASE survey.

CHAPTER III

Method

In order to implement this practicum project, a variety of steps were taken. There was no self-esteem inventory presently used in the school. An appropriate format had to be found for use by the child, the teacher, and the parent. There was no systematic self-esteem program in operation within the school curriculum. An appropriate program had to be found or developed.

The program objectives were:

- to improve self-esteem
- to give experiences exploring the child's sense of identity, belonging, security, purpose, and competence
- to reinforce acceptable social behavior

Implementation took place over a 10-week period. During this time, all first grade students met for one 60-minute period each week. The children were divided into four heterogeneous groups of approximately 20 students. Through literature, role-play, filmstrip,

music, and pencil and paper activities (culminating in a book), discussion, analysis, synthesis and application ensued. Weekly notes home kept parents in close contact with the program's progress.

With all these elements in place, training began. Before school commenced, a workshop was given to other first grade teachers. The purpose, scope, and sequence of the program were discussed.

The BASE (Appendix A) was discussed and distributed. Sample activities were demonstrated. The school nurse was included and given a list of students' names to check off as each child visited the clinic with psychosomatic symptoms such as headache or stomachache (Appendix C). Parents of all first grade children met and heard an explanation of the purpose, scope, and sequence of the program. Questions and concerns were answered. At this meeting, parents responded to the questions on the BASE survey. They were apprised of the posttest at the end of the 10-week period (Appendix D). The BASE forms were collected, and data was gathered.

The first week of implementation began with the collection of the BASE survey by teachers. Data was

analyzed and put into individual student folders, along with data already collected from parents. First grade students received and completed the SOS forms (Appendix B). Students took this test in groups of approximately 20. The test was given under the same conditions, with the same test administrator. Surveys were collected, data compiled, and each child's survey was then placed in a file, along with the BASE data.

With the groundwork laid, the actual implementation of the Building Self-Esteem (BSE) program began. At the end of the first week of implementation, all first grade students got an overview of the areas to be covered. Briefly, students discussed what they like or dislike about themselves, friends, parents, and teachers. The program objectives, identity, belonging, security, purpose, and competence were discussed and exemplified by role-playing. Children then created a folder cover for their self-esteem booklet, drawing themselves inside a mirror, and decorating the cover. The art teacher became involved at this juncture.

The second week of the program began with exploration of the sense of identity. The objectives

were to: (a) provide feedback, (b) recognize child's strengths, (c) demonstrate love and acceptance, and (d) aid students in assessing personal strengths and shortcomings. Activities "You are Unique" and "What's Your Size" were done. Children measured each other as partners, reported data and judged which was better. Their conclusion was that each student was fine just the way they were. Fingerprints and their uniqueness were discussed. Fingerprints made by students were carefully examined for pattern, and compared. Students voted on which was better, or different, and why. The filmstrip "Who Am I" by Kindle (Appendix E) was viewed. Children participated in pencil and paper activities, "My Family" and "Faces and Feelings" (Appendix F). These activities were shared, discussed, then collected and kept in each child's self-esteem booklet.

During weeks three and four, the sense of belonging was explored. The objectives were: (a) to create a proper environment, (b) to explore the responsibilities of group membership, and (c) to encourage acceptance and inclusion of others.

Dr. Seuss's Sneetches, The Zax, and That's What Friends Are For (Appendix E) were read and discussed. Again, comparing the judgments of better and different were the subject of analysis. Pencil and paper activities followed up discussions. Cooperatively creating a "Partner Picture," "Some Interesting Things About Me," and "Awareness" (Appendix F) were completed, shared, compared, collected, and added to the child's booklet.

Weeks five and six addressed the sense of security. Objectives were: (a) to set realistic limits, (b) to enforce rules consistently, (c) to develop self-respect and responsibility, and (d) to build trust. Activities and materials used included literature from Thomas's Free To Be . . . A Family, "The Kingdom With No Rules, No Laws and No King," and A Valentine For Fuzzboom (Appendix E). Creative writing stories about "A School With No Rules," and "If I Ruled the School . . .," and paper and pencil activity sheets on "Pets," "Rules at Home," "Dependability," and "Trust" (Appendix F) were added to each child's booklet. Analysis and application of whom to trust and why, or why not, took place. The issue of drugs was spontaneously integrated into the discussion. The need

for laws and rules was discussed. Consequences of breaking rules was addressed.

A sense of purpose was the thrust of weeks seven and eight. Objectives were: (a) to convey expectations, (b) to build confidence and faith, and (c) to aid students in setting goals. Pencil and paper activities that were added to their booklets were "What I Do Well" and "I Am Growing in Responsibility." As an art activity, students made their own Olympic Gold Medal, writing "I Deserve a Gold Medal for . . ." and illustrated it. Students wore it around their necks after they displayed and explained it to their classmates. Literature used from Thomas was "Another Cinderella" as well as "Maxi" (Appendix E). Students sang "Oh Dear, What Are the Jobs I Do, I Am Responsible Too." A problem-solving activity, "Dependable Dan" (Appendix F) was the source of writing about dependability. It was added to the child's booklet.

The final weeks of implementation, weeks nine and 10, touched upon developing the child's sense of competence. The objectives were: (a) to make wise choices and decisions, (b) to provide encouragement and support, (c) to recognize own and others'

accomplishments, and (d) to self-evaluate. Leo the Late Bloomer by Kraus and The Little Engine That Could by Piper (Appendix D) were read and discussed, addressing accomplishments and wise choices. Students role-played situations that could bring social disagreements, i.e. sharing difficulties, sore losers, and visitors who won't help clean up. Situations were brainstormed. Play-acting demonstrated different choices that might be more socially acceptable. Written activities included "A Barrel of Skills," "Daily Assignments," and "Helping Others" (Appendix F). The children's homework was to keep a daily log of whom they helped, and how, for the entire week. They also set goals in regard to whom they would help, and how, during the next week. The log was signed by a parent and returned. Students then shared their helpful accomplishments with peers. The log was collected and added to their booklets. During the final week, the students were asked to complete "Award Time" (Appendix F), using the name of all students in their class once. Results were tabulated and awards were bestowed upon each student. There was a culminating day of activities centering about "The Me I'm Glad To Be."

Children dressed up representing their career goals. They were then asked why they chose the career, the training they would need, and how their choice would benefit others. They were photographed. Their booklet, award, and photo were taken home.

At the completion of the 10-week implementation period, the nurse turned in her data (Appendix C). Parents completed the BASE posttest (Appendix A), as did teachers. Students were posttested using the SOS under the same conditions as the pretest. Data was then collected and evaluated.

The school nurse reported and recorded daily problems with students (Appendix F). The art teacher worked along with the program, using it as a springboard for lessons such as drawing self-portraits. The writer attended workshops in cooperative learning. Workshops will be given as a building-wide project as a result of the self-esteem program. There was staff representation at a conference on self-esteem sponsored by the National Council on Self-Esteem. This conference was held in Orlando, Florida.

Several problems were encountered in the implementation of this project. Among the problems

were student testing, obtaining all parent responses, time restraints, and differences in group maturity.

Student testing posed a problem in several ways. Testing first graders entering school in September generally went well. Some first graders had difficulty keeping track of their place. Some of these young students got fatigued after 30 of the 50 questions. By question 45, many were squirming. Perhaps two sittings would have helped. Several children changed responses after looking at another child's response. Those students with fine motor skill deficiencies had difficulties filling in the answer sheet. Two students' response sheets did not go through the machine scoring process, in spite of teacher inspection. It might be wiser to begin the testing process with first graders after January, when fine motor skills are more highly developed, when students can track better, they are more accustomed to test taking and have a longer concentration span.

Parent responses to behavioral surveys were obtained. The data was collected at the parent orientation meeting. All parents attending responded. For those who did not attend, obtaining

baseline data required individual contact in order to collect the data. Two parents objected to this survey as intrusive. At the end of the 10-week implementation, several reminders had to be sent to 23 of the participants' parents. After several weeks, and several contacts, all surveys were returned. A solution is to collect responses at conference time, to assure a 100 percent immediate response.

There could have been more time allotted to the program. In several instances, time constraints were felt. These activities were discussion brought up about people to trust and distrust, ways people can help others, activities involving cooperating with a partner, role-playing and setting positive solutions to everyday peer problems. The culminating session was lacking in time too. Children spent a great deal of thought, creativity, and energy in dressing up. They needed more time to acknowledge others and be acknowledged themselves.

The differences in group maturity were great between the four groups. Although students were heterogeneously mixed, the level of concentration and depth of problem solving varied widely. This problem

required program adapting in terms of use of manipulatives (measuring tools), art materials, and length of time spent on a given activity. Abbreviation of subject area was needed. Flexibility and understanding of child development was the best solution. Also, perhaps a second look at the heterogeneous grouping should be made, so that it is developmentally more representational.

The problems encountered in the implementation of the self-esteem program were present. All problems were soluble and did not greatly interfere with the program or results.

CHAPTER IV

Results

Changes in students' affective behavior were observed by the parents, teachers, and students themselves, after the 10-week, first grade self-esteem program was completed. The program appeared to help the children improve self-esteem. It gave students experience in exploring the senses of identity, belonging, security, purpose, and competence. It served to reinforce acceptable social behavior.

Prior to the first week of implementation, 96 percent of the first grade parents participated in the BASE survey (Appendix A). During the first week of implementation, 100 percent of the first grade students present participated in the SOS (Appendix B). During the first week of implementation, all students present were evaluated by teachers using the BASE scale. At the completion of the program, 100 percent of the parents participated in the posttest surveys of students' behavior. All students completed the SOS posttest, all teachers completed BASE surveys of all

participants, and the school nurse returned all data accumulated in regard to psychosomatic illness.

Seventy-seven students were targeted for the program, and 67 completed all requirements as full participants. Three students had prolonged absences at the beginning of the program and were not candidates for pretesting. Two students left the first grade. Two students had test scores that were not validated by the scoring machine. Three students had parents who did not participate in the pre-program survey. All data is based on 67 students, 40 boys and 27 girls.

The total number of students with improved self-esteem, based on the behavioral objectives previously defined, was 47 of the 67 participants, or 70 percent. This is based on the difference of the pre- and posttest scores of the BASE surveys (Appendix A) given to parents and teachers, and the SOS survey given to the students. The hypothesis of the practicum project was that 30 percent of the students would improve their social behavior, as measured by the difference between self-esteem inventories administered before and after the first grade self-esteem program (Appendix G).

The overall pretest mean score was 169.63. The overall posttest mean score was 171.76. Although the percentage of students whose scores increased was significantly higher than the anticipated 30 percent, the t-test indicated that there was no statistical significance, but there appears to be practical significance as revealed by the analysis of the results.

Responses of parents of the 67 participating students indicated that 42 parents saw improvement, 11 saw no change, and 14 saw a decline in self-esteem. Thus, 63 percent observed improvement after the program. Table 1 compares the mean scores of parent evaluations in each of five areas of the behavioral objectives measured by the BASE survey (Appendix A). All areas showed a trend of improved self-esteem. Student initiative showed the greatest improvement.

Table 1: Parent BASE Survey

	Pretest Mean	Posttest Mean
Student Initiative	23.48	24.31
Social Attention	12.13	12.34
Success/Failure	6.58	7.18
Social Attraction	11.88	12.39
Self-Confidence	8.64	8.99

N = 67 $p < .05$ d.f. = 66 t-ratio = .07

The mean of the sum of the scores of the BASE pretest was 62.46. The mean of the posttest scores was 63.67. The t-test showed no statistical significance in the gain. The upward trend in Table 1, however, was noted in all areas.

The teachers assessed all 67 participants. At the conclusion of the self-esteem program, teachers observed that 40 students had demonstrated improved self-esteem, four had remained unchanged, and 23 had shown a decrease in self-esteem. The teachers observed that 60 percent of the students had improved self-esteem. Table 2 compares the mean scores of teacher evaluations in each of five areas of the behavioral objectives measured by the BASE survey (Appendix A). All areas showed a trend of improved self-esteem. Student initiative showed the greatest improvement.

Table 2: Teacher BASE Survey

	Pretest Mean	Posttest Mean
Student Initiative	20.15	21.79
Social Attention	10.96	11.39
Success/Failure	7.13	7.57
Social Attraction	10.42	10.88
Self-Confidence	7.27	7.67

N = 67 $p < .05$ d.f. = 66 t-ratio = 1.589

The mean of the sum of the scores of the BASE pretest was 55.90. The mean of the posttest was 59.04. The t-test showed no statistical significance in the gain.

When comparing Tables 1 and 2, it was observed that parents rated their children higher in student initiative, social attention, social attraction, and self-confidence. Teachers rated students behaviors in success/failure higher than did parents. Parents viewed their children as more socially adept than did teachers. Parents also responded that their child was more openly threatened by criticism or mistakes in the home than in school.

The students' own self-assessments showed 42 of the 67 improved in self-esteem. Twenty-two of the students' scores declined, and three remained unchanged. Sixty-three percent of the students showed improvement after the self-esteem program, four percent remained the same, and 33 percent declined. Table 3 compares the mean scores of student evaluation in each of four areas of the behavioral objectives measured by the SOS survey (Appendix B). All areas showed an improvement in self-esteem. The greatest gains were

in self-acceptance, then self-security and social maturity. School affiliation showed the smallest gain.

Table 3: Student SOS Survey

	Pretest Mean	Posttest Mean
Self-Acceptance	51.81	55.42
Social Maturity	49.74	52.24
School Affiliation	48.83	49.06
Self-Security	54.47	57.39

N = 67 $p < .05$ d.f. = 66 t-ratio = .137

The mean of the sum of the scores of the SOS pretest was 51.19. The mean of the sum of the scores of the posttest was 52.70. The t-test showed no statistical significance in the gain. Once again, however, the upward trend prevailed across all areas as measured by the students' SOS tests.

The nurse's report (Appendix C) also had results worthy of analysis. At the onset of the program, seven students repeatedly frequented the nurse's office, complaining of psychosomatic illness, i.e. headache, tummyache. By the fifth week, six students appeared repeatedly, and by the last week, four students were habitually visiting the nurse's office with

psychosomatic complaints. Thus, there was a decrease in student visits to the nurse as the self-esteem program progressed. Along with this pattern, another pattern appeared. Of the 15 students who did express psychosomatic symptoms, seven had SOS scores that showed a decrease in self-esteem. That represents 32 percent of the students with diminished self-esteem. Two of the 15 students had unchanged SOS scores, and six were students who showed an increase. The child's own assessment of self-esteem may be an indicator of persistence of psychosomatic problems for the child. The reverse may also be true. The persistence of psychosomatic problems may indicate a decline of self-esteem for a reason that needs further exploration.

As indicated by parent, teacher, and student responses, the time set aside for a formal self-esteem program proved valuable. Percent figures attested to this. Statistical gains across the board indicated this trend of improvement. Parents commented:

"We loved going over Stacy's booklet. We had no idea what she wanted to be and talked all about it. The booklet is beautiful - something we'll save."

"Dana really surprised us about wanting to spend more time with her dad, fishing. We never suspected she was feeling like that. You know how shy she is."

"Michelle's maturity and improved self-confidence since September is phenomenal. Her manners, her ability to accept criticism, her comprehension and application have all progressed so beautifully. Thanks! Your program is wonderful."

This program will not remain constant, for there are alternative ideas being offered. The program will be effective as long as it continues. Ideally, it will remain an on-going program. Its objectives remain flexible enough to continue to meet the needs of the students and embody the school philosophy.

Following the period of implementation, a cooperative learning program will be introduced. The development of goals within this format will be infused with self-esteem objectives.

CHAPTER V

Recommendations

The development of self-esteem, and the process of improving self-esteem, is a life-long process. It does not cease development at a certain age. Therefore, extending the scope and duration of a systematic self-esteem program is recommended.

Extending the duration of this program may enable a more definitive determination of the program's value. Past research in self-esteem indicates a positive relationship between the child's level of self-esteem and academic achievement. This could be studied further if the program continued throughout the year. The format leaves flexibility which does not preclude cooperative learning, or any other program. The commitment to the inclusion of assessments and a formal program are indicated.

Extension of a systematic self-esteem program throughout grades K-12 is also recommended. By adding to the scope of this program, further monitoring could be made in such areas as substance abuse, drop-out

prevention, and teen-age suicide. This first grade population could continue the formal program, be tracked and monitored, and compared to a control group which did not have exposure to a systematic self-esteem program. This could be monitored throughout the school years.

Parent workshops which give parents ideas, forming parent groups and after-school support groups for students are recommended as an extension to this program.

As of this writing, the school has begun planning an inservice training for teaching cooperative learning, a program that is based on many of the objectives found in the formalized self-esteem program. The senses of identify, belonging, security, competence and purpose will be explored. Reinforcing socially acceptable behavior will be an objective as well.

This established self-esteem program will not stay static. It will evolve as new ideas alter its appearance. However, a formal, systematic self-esteem program is currently in the future of the school.

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Appendices

Appendix A

Behavioral Academic
Self-Esteem Rating Scale

Appendix A

	Never 1	Seldom 2	Sometimes 3	Usually 4	Always 5
I. Student Initiative					
1. This child is willing to undertake new tasks	1	2	3	4	5
2. This child is able to make decisions regarding things that affect him or her, e.g., establishing goals, making choices regarding "likes" and "dislikes" or academic interests	1	2	3	4	5
3. This child shows self-direction and independence in activities	1	2	3	4	5
4. This child initiates new ideas relative to classroom activities and projects	1	2	3	4	5
5. This child asks questions when she or he does not understand	1	2	3	4	5
6. This child adapts easily to changes in procedures	1	2	3	4	5
Student Initiative Total	_____				
II. Social Attention					
7. This child is quiet in class, speaks in turn, and talks appropriately	1	2	3	4	5
8. This child talks appropriately about his or her school accomplishments	1	2	3	4	5
9. This child cooperates with other children	1	2	3	4	5
Social Attention Total	_____				

	Never 1	Seldom 2	Sometimes 3	Usually 4	Always 5
III. Success/Failure					
10. This child deals with mistakes or failures easily and comfortably	1	2	3	4	5
11. This child takes criticism or corrections in stride without overreacting	1	2	3	4	5
Success/Failure Total	_____				
IV. Social Attraction					
12. This child's company is sought by peers	1	2	3	4	5
13. This child acts as a leader in group situations with peers	1	2	3	4	5
14. This child refers to himself or herself in generally positive terms	1	2	3	4	5
Social Attraction Total	_____				
V. Self-Confidence					
15. This child readily expresses opinions	1	2	3	4	5
16. This child appreciates his or her work, work products, and activities	1	2	3	4	5
Self-Confidence Total	_____				
Total BASE Score	_____				

Transfer scores to profile on next page

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Appendix B

SELF OBSERVATION SCALES

PRIMARY LEVEL

FORM A

1.	(pencil)	Do you play games well?
2.	(ball)	Do you like to write stories in school?
3.	(moon)	Do you get upset if you cannot answer a question?
4.	(icecream cone)	Do you give up easily in school work?
5.	(jack-o-lantern)	Does being with other children bother you?
6.	(diamond)	Are you a good reader?
7.	(safety pin)	Is school a happy place?
8.	(glass)	Do you like to play only when you are the leader?
9.	(heart)	Do you get nervous at school?
10.	(arrow)	Do you behave badly at home?
11.	(balloon)	Do most of the children in your class like you?
12.	(triangle)	Do you like arithmetic problems at school?
13.	(apple)	Do you find it hard to talk in front of your class?
14.	(chair)	Do you like to stay home from school?
15.	(candle)	Are the other children in your class friendly toward you?
16.	(fish)	Do you like to come to school every day?
17	(key)	Are you always in a hurry?
18.	(mouse)	Is your teacher interested in the things you do at school?
19	(feather)	Do you always want to be first in line?
20	(square)	Are you a good person?
21.	(flower)	Do you usually have better ideas than your friends?
22.	(lady bug)	When other people make mistakes do you laugh?
23.	(star)	Do the other children in the class think you are a good worker?
24.	(check mark)	Does you teacher give you enough time to finish your work?
25.	(dog)	Do you like to read in school?

This completes the items on the front of the response form

Appendix B

SELF OBSERVATION SCALES (SOS)

A. Jackson Stenner and W. G. Katzenmeyer

PRIMARY LEVEL

RESPONSE SHEET FOR FORMS A AND C

EXAMPLES

DO NOT MARK ABOVE THIS LINE

1 YES NO	6 YES NO	11 YES NO	16 YES NO	21 YES NO
2 YES NO	7 YES NO	12 YES NO	17 YES NO	22 YES NO
3 YES NO	8 YES NO	13 YES NO	18 YES NO	23 YES NO
4 YES NO	9 YES NO	14 YES NO	19 YES NO	24 YES NO
5 YES NO	10 YES NO	15 YES NO	20 YES NO	25 YES NO

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NTS EZEX P 101 79 SD NCS Trans Optic E15 2231

SELF OBSERVATION SCALES -- PRIMARY LEVEL

Site 2 Plantation, Florida Primary Sos January, 1989 Level 1 Page 1
Nova University Sch Primary

The Scales

The SOS is a nationally normed, empirically validated, multi-dimensional instrument for measuring the way children perceive themselves (self-concept).

The primary level of the SOS measures five dimensions of children's self concept. Each scale is labeled in a positive manner with high scores being most characteristic of the scale name.

The scales are as follows:

Scale I. Self Acceptance

Children with high scores view themselves positively and attribute to themselves qualities of happiness, importance and general competence. They see themselves as being valued by peers, family, and teachers. Children with low scores see themselves as unhappy, lacking in general competence and of little importance to others.

Scale II. Social Maturity

Children with high scores on this scale know how they are supposed to think and feel in a variety of social situations. They have learned the importance of such notions as "fair play", "sharing", "perseverance", "helpfulness", and "generosity". Children with low scores on this scale have not learned these notions and are likely to evidence behaviors that most adults would characterize as selfish, inconsiderate, or immature.

Scale III. School Affiliation

Children with high scores view school as a positive influence in their lives. They enjoy going to school, and they enjoy the activities associated with school. Children with low scores view school as an unhappy place to be. They do not enjoy most school related activities and are negative about the importance of school in their lives.

Scale IV. Self Security

Children with high scores report a high level of emotional confidence or stability. They feel that they are in reasonable control of the factors that affect their lives and spend little time worrying over possible troubles. Children with low scores on this scale worry a great deal. They are concerned that something bad may happen and report feelings of nervousness.

••••••

Appendix C

Nurse Checklist

GRADE 1 Tally - 1 visit (Psychosomatic, i.e. headache, tummyache)

	Week 1	Week 2	Week 3	Week 4
Student 1				
2				
3				
4				
5	111	11	11	1
6	11	1	111	11
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21	1	1	1	1
22				
23				
24				
25				
26	11	1	111	11
27				
28				

The University School
of Nova University
7500 S.W. 36th Street, Fort Lauderdale, Florida 33314 305/475-7500

September 2, 1988

Dear Parents,

Your child will be participating in a Me-Self-Esteem unit for a ten week period. Based on past studies, it has been noted that as the child develops positive feelings of self, both social and academic behavior will improve. In order to further develop the goal of the Coalition of Essential Schools, "student as worker", we will need your help.

Please fill out this brief questionnaire in regard to your child's behavior and return it to us at the end of this orientation. You will be receiving another survey at the completion of our self-esteem unit. Please return it promptly. It will let us know how effective this program was.

Thank you for your cooperation.

Sincerely,

Trudy Wasserman

Trudy Wasserman

Accredited by the Southern Association of Colleges and Schools and by the Florida Council of Independent Schools

The University School of Nova University

MEMORANDUM

TO First Grade Parents DATE 1/24/89

FROM Trudy Wasserman

SUBJECT Self-Esteem Program

As you know, our Self-Esteem Program has drawn to a close. We have covered the areas of self identity, purpose, belonging, security and competence. Hopefully, the program has touched a meaningful chord for your child. In order to ascertain if you have noticed any changes since the start of the program, please fill out this form, similar to the one you filled out at the beginning of the school year. After completing the questions, please send it back to school by Friday, January 27th.

Thank you so much for your input.

Appendix E

Program References

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Name _____ Date _____ 1-1

Pets

Answer the questions below.

1. Do you have a pet at home? *(check one)*

   ____YES ____NO

   a. If YES, what kind of pet do you have?

   _____

   b. What is your pet's name?

   _____

2. What kinds of things do people do for their pets?

   a. _____

   b. _____

   c. _____

   d. _____

3. What do pets do when people forget to take care of them?

   _____

   _____

   _____

4. Pets depend on people to do many things for them. List several.

   _____

   _____

   _____

5. Why is it important for those who take care of pets to be dependable?

   _____

   _____

   _____

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Name _____ Date _____ 1-2

Rules at Home

Answer the questions below.

1. What rules do you have at home about *going places?*

_____

_____

_____

2. What things at home are you *not allowed to touch?*

_____

_____

_____

3. At home, what things are you *not allowed to do by yourself?*

_____

_____

_____

4. Give three reasons why you think parents set rules such as these.

a. _____

b. _____

c. _____

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Name _____ Appendix F Date _____ 1-6

Dependability

We all depend upon others for certain things. How do you count on these special people, and what do they expect of you? Complete the sentences with your thoughts.

I count on Mom or Dad for _____

_____

_____.

My Mom or Dad expects me to _____

_____

_____.

I count on my teacher for _____

_____

_____.

My teacher expects me to _____

_____

_____.

I count on my friend for _____

_____

_____.

My friend expects me to _____

_____

_____.

I count on my brother or sister for _____

_____

_____.

He or she expects me to _____

_____

_____.

Another person I count on is _____

_____

for _____

_____.

This person expects me to _____

_____

_____.

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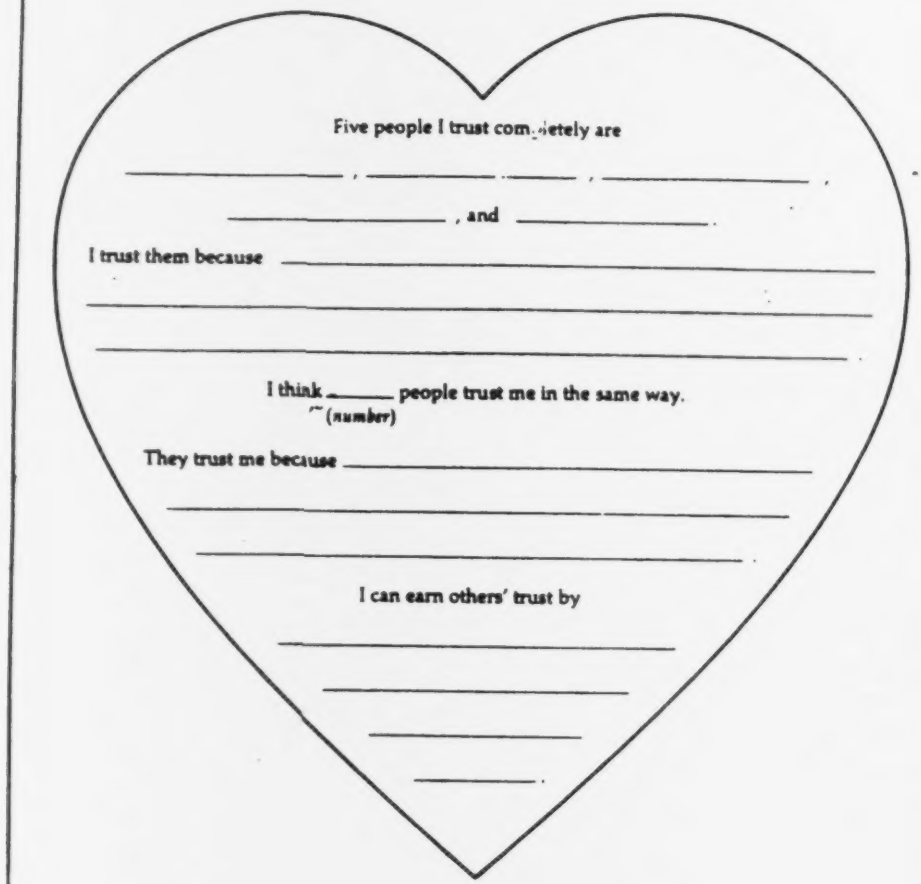
Name _____ Date _____ **1-8**

Trust

Answer the questions below.



Five people I trust completely are

_____, _____, _____,

_____, and _____.

I trust them because _____

_____

_____.

I think _____ people trust me in the same way.
(number)

They trust me because _____

_____

_____.

I can earn others' trust by

_____

_____

_____

_____.

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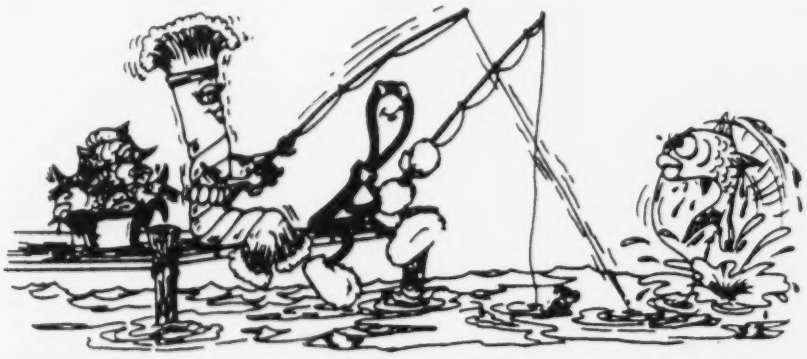
Appendix F

Name _____ Date _____ 2-2

My Family



List the members of your family. Opposite the name of each family member, tell what you enjoy doing with that person.

Family member	What I enjoy doing with that person
EXAMPLE: Grandfather	EXAMPLE: Fishing, hiking in the woods, making bread
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____

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Name _____ Appendix F Date _____ 2-4

Faces and Feelings

Draw a face in each circle showing how you feel in each of the situations listed below. First, think how you usually feel. Then draw your face to show how each situation makes you feel. Some sample faces are drawn below as examples.

EXAMPLES:

1. When I get up in the morning

2. When I come to school

3. When I have reading

4. When I have math

5. At recess time

6. When I have physical education

7. When I go to the library

8. When I have a conference with the teacher

9. When I take my report card home

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Name _____ Date _____ 2-8

You Are Unique

Each individual is different from all others. One way in which we are unique shows in our thumbprints and fingerprints. Look at the tips of your left thumb and the first finger on your left hand. Draw the lines on your thumb and first finger on the handprint in the space below. Then copy the main lines from your hand. You may need to borrow a magnifying glass to help you with the drawing. When you are finished, compare your prints with those of your classmates.

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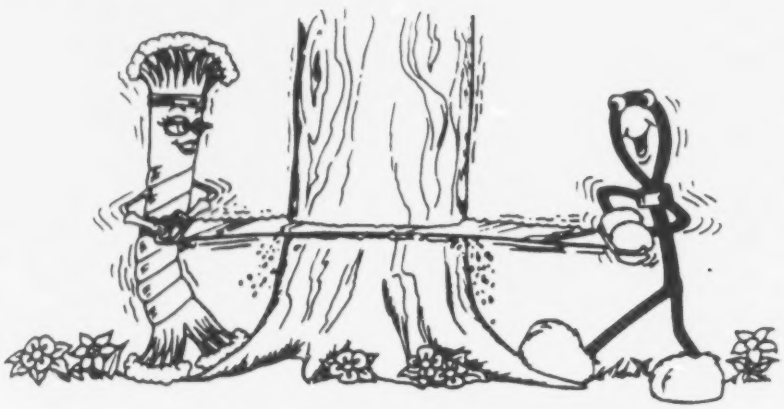
Name _____ Date _____ 3-1

Partner Picture



Select a partner with whom you wish to work. On a piece of 12-by-18-inch drawing paper, draw a picture *together*. Decide how you are going to work to complete a picture that contains the following items:

a barn
a car
two large trees
a pond
two ducks
two people

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Name _____ Date _____ 3-2

What I'd Like

Each of us has special interests and prefers different things. Fill in each box to indicate what you like or prefer.

A pet I would like to have:	Things I like to do:
Foods I like to eat:	What I'd like to do when I grow up:
Places I'd like to visit:	Things I'd like to spend my money on:

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Name _____ Date _____ 3-3

Some Interesting Things about Me

Complete the following sentences.

1. My favorite subjects in school are _____, _____, and _____.
2. My best subject is _____. I need to improve _____
3. I like to work: BY MYSELF. WITH OTHERS. (*circle one*)
4. I LIKE I DON'T LIKE to read books. (*circle one*)
5. I DO I DON'T go to the library. (*circle one*)
6. One of the best books I ever read was _____
7. I like to read books about _____
8. I read about ____ books a month.
9. At recess I like to _____
10. In physical education I like to play _____
11. After school I like to _____
12. On weekends I _____
13. My chores at home are _____
14. I like to watch _____ on TV.
15. I feel good when _____
16. I feel angry when _____
17. My hobbies are _____
18. My favorite game is _____
19. When I grow up, I think I would like to be a(n) _____
20. I DO I DON'T have a pet. (*circle one*) It is a _____
21. I have traveled to _____
22. If I could travel anywhere in the world or beyond, I would go to _____

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Name _____ Date _____ 4-1

What I Do Well

List at least four things you do well. After each, describe the conditions that help you to perform your best as you do this thing.

What I do well	Conditions that help

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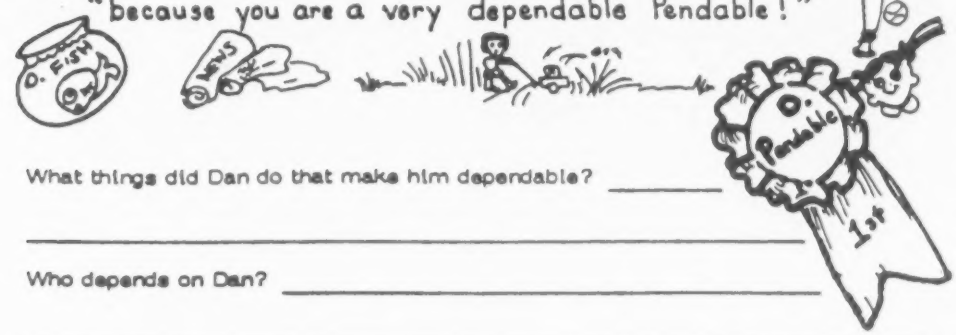
DEPENDABLE DAN

Read this story about a typical morning in the life of Dan D. Pendable and answer the questions.

Dan D. Pendable woke up bright and early. He let the dog out and fed his fish. Then he tried to wake his sister. (Usually she would say she was awake, and then just turn over and go back to sleep.) Dan got dressed quickly, combed his hair, brushed his teeth and rushed out to do his morning paper route.

When he got home his sister had made breakfast for him, and his mother was packing his lunch. While driving Dan to school, his father reminded him about baseball practice. Dan said, "I couldn't forget that! The team depends on me. I promise you, Dad, that I'll mow the lawn after practice."

"I know you will, Dan," his father said, "because you are a very dependable Pendable!"



What things did Dan do that make him dependable? _____

_____

Who depends on Dan? _____

_____

On whom does Dan depend? _____

_____

List the "dependable" things that you do and the people who depend on you. List the people you depend on and what they do for you.

Name _____ Date _____ 4-2

I Am Growing in Responsibility

Answer the questions below.

1. For what jobs do you have the responsibility at home?

2. For what jobs do you have the responsibility at school?

3. As you observe yourself, what do you find?

   a. I am most responsible when it comes to _____

   _____

   _____

   b. I am not so responsible when it comes to _____

   _____

   _____

4. In general, how responsible do you feel you are? (*check one*)

   _____ very responsible

   _____ dependable most of the time

   _____ only fairly responsible

   _____ not too responsible

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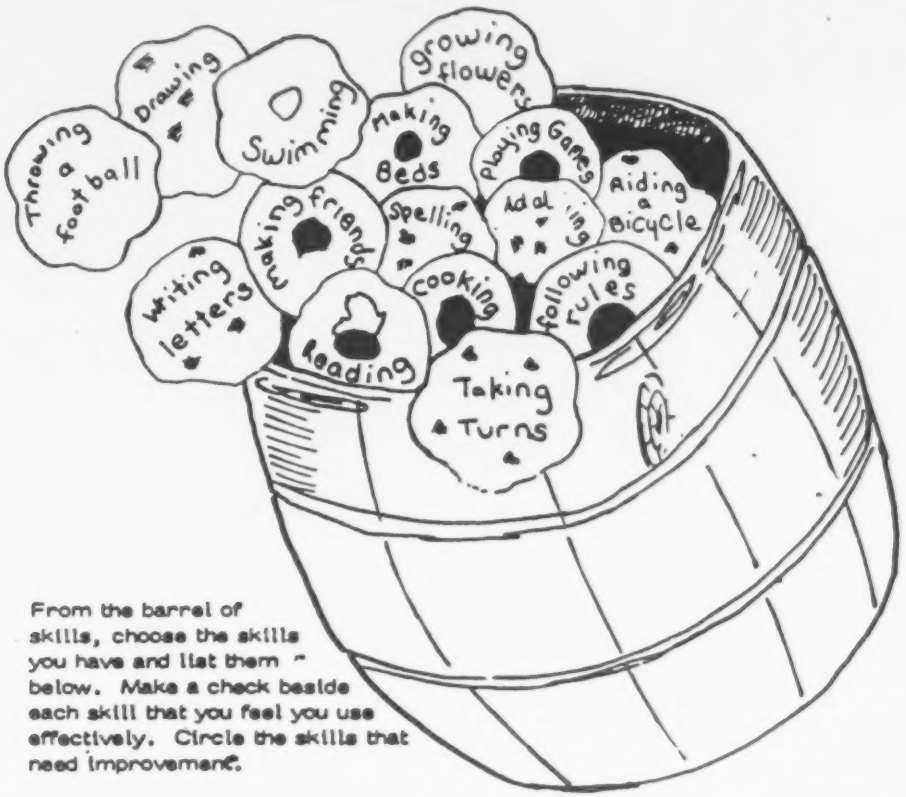
Appendix

BARREL OF SKILLS



From the barrel of skills, choose the skills you have and list them below. Make a check beside each skill that you feel you use effectively. Circle the skills that need improvement.

_____	_____
_____	_____
_____	_____
_____	_____

List other skills which you have.

_____	_____
_____	_____

FRINGE BENEFITS

What skills from the barrel do you want to learn to use? List them and add other skills you wish you had. Keep the list and make a check beside each skill as it is mastered.

Name _____ Appendix F Date _____ 5-2

Helping Others

Complete the following sentences.

1. On Monday, I helped _____ by _____
_____.
2. On Tuesday, I helped _____ by _____
_____.
3. On Wednesday, I helped _____ by _____
_____.
4. On Thursday, I helped _____ by _____
_____.
5. On Friday, I helped _____ by _____
_____.
6. Next week, I plan to be helpful by _____
_____
_____
_____
_____
_____
_____
_____
_____.

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Name _____ Date _____ 5-3

Daily Accomplishment Sheet

Place a check mark (✓) in the box when you have completed your assignment each day. Put an *X* in the box when no assignment is given.

Subject	Monday	Tuesday	Wednesday	Thursday	Friday
Reading					
Math					
Writing					
Spelling					
Social studies					
Science					

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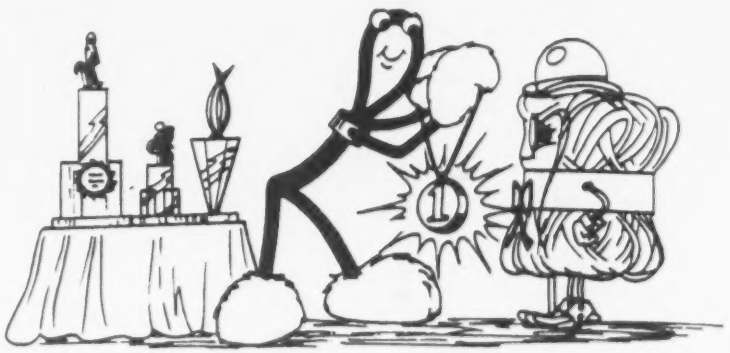
Name _____ Appendix Date _____ 5-5

Award Time



Who in your class would you nominate for the following awards?

	Name of classmate
1. The Happiest Smile	_____
2. The Best Sense of Humor	_____
3. The Quietest Student	_____
4. The Hardest Worker	_____
5. The Fastest Runner	_____
6. The Best Speller	_____
7. The Best Leader	_____
8. The Most Honest and Fair	_____
9. The Best Friend	_____
10. The Best Athlete	_____
11. The Most Fun to Be With	_____
12. The Best at Acting	_____
13. The Best at Games	_____

What award would be best for you?

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Appendix F

Name _____ Date _____ 5-7

Choosing Alternatives

Answer the questions below.

1. What would be the worst experience for you? (*check one*)

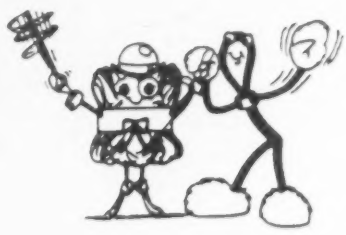
____ telling on a best friend

____ changing schools in the middle of the year

____ getting lost in the woods

Why?

2. What would you most like to have? (*check one*)



____ one best friend

____ many friends

____ two or three good friends

Why?

3. What would you rather do in your free time at home? (*check one*)

____ watch TV

____ read a book

____ play a game with a friend

Why?

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Appendix G

Pre/Posttest Results
Self-Observation Scale and BASE Scores

Student	Pretest (SOS + BASE)	Posttest (SOS + BASE)	+/-
1	175	165.6	- 9.40
2	154	160	+ 6.0
3	143	151.75	+ 8.75
4	180.75	204.25	+ 23.50
5	196.25	197.25	+ 1.00
6	169	153	- 16.00
7	134.75	144	+ 9.25
8	111.25	124.5	+ 13.25
9	152.25	176.75	+ 24.5
10	153	158.75	+ 5.75
11	175.75	192	+ 16.25
12	168	171	+ 3.00
13	156.25	136.25	- 20.00
14	155	158.5	+ 3.50
15	173	187.25	+ 14.25
16	170.25	150.25	- 20.00
17	141.5	171.75	+ 30.25
18	183	175.25	- 7.75
19	157	165.5	+ 8.50
20	185	191.5	+ 6.50
21	177.25	174	- 3.25
22	151.75	146.5	- 5.25
23	187.75	199.25	+ 11.50
24	176.5	179.25	+ 2.75
25	151	171.5	+ 20.50

Appendix G

Student	Pretest (SOS + BASE)	Posttest (SOS + BASE)	+/-
26	190.5	206	+ 15.50
27	128.25	160.5	+ 32.25
28	183.25	190.25	+ 7.00
29	183.25	190.25	+ 7.00
30	142	162	+ 20.00
31	165	162	- 3.00
32	181	181.25	+ 0.25
33	166.25	162.5	- 3.75
34	179	175	- 4.00
35	153.75	160.75	- 7.00
36	180.75	187	+ 6.25
37	174.25	185.25	+ 11.00
38	156	171.75	+ 15.75
39	194.75	209.75	+ 15.00
40	194	217.25	+ 23.25
41	189.5	183.5	- 6.00
42	183.25	202	+ 18.75
43	162	157.75	- 4.25
44	201.5	202.75	+ 1.25
45	183.75	179	- 4.75
46	184.75	171	- 13.75
47	142.5	176.25	+ 33.75
48	143	151.75	+ 8.75
49	173.5	187	+ 13.50
50	167.25	182.25	+ 15.00
51	161.25	178	+ 16.75
52	172.25	186.75	+ 14.50
53	185	182.5	- 2.50
54	193.25	190.5	- 2.75

Appendix G

Student	Pretest (SOS + BASE)	Posttest (SOS + BASE)	+/-
55	165.25	154.5	- 10.75
56	152.25	161.25	+ 9.00
57	173.75	195.25	+ 21.50
58	146.75	148.50	+ 1.75
59	193.25	157.75	- 35.50
60	175.75	187	+ 11.25
61	120	124.25	+ 4.25
62	178	190	+ 12.00
63	182.75	191.5	+ 8.75
64	174.5	198.75	+ 24.25
65	112	167.75	+ 55.75
66	168.75	158.25	- 10.50
67	182.5	178.75	- 3.75

N = 67 $p < .05$ d.f. = 66 t-ratio = .088